New Moston
Primary School
Focused on Growth, Rooted in Pride

New Moston Primary School

Behaviour Policy

Version 2

Control Sheet

Control Sheet		
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November 2026	PS	Interim statutory compliance update. Clarified the authority to suspend and permanently exclude pupils; strengthened arrangements for reduced timetables, restrictive interventions, searching and confiscation, and internal removal; updated safeguarding and bullying provisions; clarified reasonable adjustments and pupil welfare safeguards; and updated legislative references and terminology in line with current DfE guidance.

1. Introduction

1.1 This Behaviour Policy sets out New Moston Primary School's approach to creating a safe, inclusive, and supportive environment where children can thrive. It provides clear guidelines on behaviour expectations, rewards, and sanctions, ensuring consistency and fairness across the school community. Rooted in our values of Growth, Standards, Attitude, and Pride, this policy aims to nurture children's personal development and academic success.

1.2 Aims of the Policy

- To promote high standards of behaviour and respect for others.
- To foster a positive, safe, and nurturing environment that supports learning and wellbeing.
- To provide a consistent framework for managing behaviour, emphasizing the importance of reflection, self-improvement, and accountability.
- To encourage a partnership between children, parents, and staff to maintain a culture of mutual respect and shared responsibility.

1.3 The School's Vision

We focus on growth as the driving force behind everything we do. Every decision is centred entirely on what's best for our children. With unwavering high standards, a positive attitude, and a deep sense of pride, we are committed to achieving the best possible outcomes for each and every child. We teach them to excel and thrive; prepare them for a lifetime of continuous growth; and nurture them to be successful, confident citizens within our local community and beyond.

Focused on Growth, Rooted in Pride.

1.4 Policy Development Through the Vision

The Behaviour Policy has been developed to reflect the school's vision, ensuring that every aspect of behaviour management is driven by the focus on Growth and rooted in Pride. Specifically:

- Behaviour management strategies emphasize resilience and self-improvement, encouraging children to learn from their mistakes and grow.
- Expectations for behaviour reflect the highest Standards, fostering a culture of excellence and mutual respect in all interactions.
- Positive Attitudes are cultivated through targeted interventions, promoting respect, empathy, and responsibility in every child.
- Recognition systems reinforce a sense of Pride, celebrating both individual achievements and collective success within the school community.

This vision-driven approach ensures consistency and alignment across all policies and practices, creating a supportive environment where all children can thrive.

1.5 Legal Framework

This policy has been developed with reference to relevant legislation and statutory and non-statutory guidance, including:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- DfE Behaviour in Schools guidance (February 2024)
- DfE Suspension and Permanent Exclusion statutory guidance (July 2026)
- DfE Restrictive Interventions, including the Use of Reasonable Force in Schools (effective April 2026)
- DfE Searching, Screening and Confiscation guidance
- DfE Working Together to Improve School Attendance (2026)
- Keeping Children Safe in Education (2026)

The school will ensure that its behaviour arrangements remain consistent with current legislation and statutory guidance, including any subsequent amendments.**SEND Code of Practice (2015)**: Guidance on supporting children with special educational needs.

1.6 Scope of the Policy

This policy applies to:

- Behaviour within school, during school trips, and at any school-organized event.
- Behaviour outside of school where it impacts the safety or wellbeing of pupils or staff, including incidents of cyberbullying.
- All members of the school community, including pupils, staff, and visitors, ensuring a shared commitment to the values of Growth, Standards, Attitude, and Pride.

1.7 Principles of Behaviour Management

- Behaviour is a form of communication, and our approach is rooted in understanding and empathy.
- Mistakes are opportunities for growth, and all children are encouraged to learn and improve.
- High expectations are maintained through clear boundaries, consistent responses, and regular reinforcement of positive behaviours. We believe that structure, routine and consistency are key for long term behavioural improvements.
- The behaviour policy is implemented consistently, with staff receiving regular training to manage behaviour effectively and supportively.

1.7 Frameworks

1.7.1 Frameworks for School Improvement

At New Moston Primary School, our frameworks guide improvement and strategy across core areas of the school. Each framework is purposefully designed to align with our values—Growth, Standards, Attitude, and Pride—and provides a structured, consistent approach to achieving excellence. The frameworks ensure that all aspects of school life contribute to creating a safe, inclusive, and thriving environment for every child.

1.7.2 The Behaviour Framework (Appendix 7)

The Behaviour Framework sets the foundation for fostering a positive and respectful school culture, ensuring all members of the community can thrive within a consistent and supportive environment. The behaviour Framework has four core pillars, these are:

1. **Rules**: Establish the norms and expectations for behaviour, ensuring clarity and consistency across all settings.

2. **Routines**: Provide structure and predictability, helping children develop self-discipline and responsibility.
3. **Rewards**: Celebrate and reinforce positive behaviours, motivating children to demonstrate the school's values.
4. **Responses**: Ensure fair and proportionate consequences for inappropriate behaviours, with a focus on reflection and improvement.

2. National Minimum Expectations of Behaviour

2.1 New Moston Primary School takes full responsibility for creating and maintaining high standards of behaviour. This policy reflects the Department for Education (DfE) guidance, particularly the 'Behaviour in Schools' framework. The school leadership team has ensured that this policy covers the following critical areas:

- Creating and maintaining high standards of behaviour.
- Developing and implementing a clear school behaviour policy.
- Communicating the behaviour policy effectively to all stakeholders.
- Taking a whole-school approach to behaviour management.
- Embedding a comprehensive school behaviour curriculum.

2.2 This policy aligns with the government's ambition to ensure children and young people experience high standards of behaviour in schools. Our aim is to protect children from disruption and create a calm, safe, and supportive environment that brings out the best in every pupil. Key elements of the national expectations include:

- High expectations of pupils' conduct and behaviour, which are understood and applied consistently and fairly by staff and pupils to foster a calm and safe environment.
- Visible and consistent support for staff in managing pupil behaviour by following the behaviour policy and agreed routines.
- Measures, including general and targeted interventions, to improve pupil behaviour, ensuring that disruption does not interfere with teaching, learning, or the daily running of the school.
- A positive, safe environment where bullying, physical threats, abuse, and intimidation are not tolerated, and everyone is treated respectfully.
- Prompt and effective handling of incidents involving bullying, discrimination, aggression, or derogatory language, including name-calling, to ensure swift resolutions and ongoing support for all involved.

2.3 New Moston's leadership team, including the Headteacher and Senior Leadership Team (SLT), is committed to upholding these standards. They will:

- Provide visible support and guidance to all staff in implementing the behaviour policy.
- Ensure interventions and supports are in place to address specific pupil needs.
- Model high standards of behaviour and ensure consistent application of the policy.

2.4 By meeting and exceeding these expectations, New Moston Primary School ensures that every child is given the opportunity to excel, achieve, and develop pride in their accomplishments within a safe and inclusive community.

3. Roles and Responsibilities

3.1 **The Governing Body**

The Governing Body has a legal responsibility to ensure that the school has an effective behaviour policy in place and to review its implementation. Governors will:

- Monitor the school's behaviour and exclusions data to ensure the policy is being applied fairly and consistently.
- Support the Headteacher and staff in creating a culture that promotes high standards of behaviour.
- Ensure that the behaviour policy aligns with statutory guidance and reflects the school's core values of Growth, Standards, Attitude, and Pride.

3.2 **The Headteacher**

The Headteacher is responsible for the implementation of the behaviour policy and ensuring that all staff are aware of its content. The Headteacher will:

- Provide clear guidance and training for staff on the policy.
- Monitor the consistent application of the policy across the school.
- Take ultimate responsibility for decisions regarding exclusions and ensure all decisions align with statutory guidelines.
- Communicate behaviour expectations to parents and work collaboratively to resolve concerns.

3.3 **Senior Leaders**

Senior Leaders are tasked with supporting staff in implementing the behaviour policy. They will:

- Provide visible leadership around the school to reinforce expectations.
- Lead on targeted interventions and strategies for pupils who require additional support.
- Monitor behaviour trends and provide regular updates to the Headteacher and Governing Body.

3.4 **Staff**

All staff play a vital role in promoting high standards of behaviour. They will:

- Consistently apply the behaviour policy in their interactions with pupils.
- Model the school's core values through their own conduct and attitudes.
- Identify and address behaviour concerns early, using restorative approaches where appropriate.
- Communicate with parents to ensure they are informed of both positive achievements and concerns.

3.5 **Parents and Carers**

Parents and carers are essential partners in maintaining high standards of behaviour. They will:

- Support the school's behaviour policy and reinforce its principles at home.
- Communicate openly with the school regarding their child's behaviour and any concerns.
- Encourage their child to demonstrate the school's values of Growth, Standards, Attitude, and Pride.

3.6 **Pupils**

Pupils are expected to take responsibility for their behaviour and contribute to a positive school environment. They will:

- Follow the school's behaviour rules and expectations.
- Demonstrate respect for themselves, others, and the school environment.
- Reflect on their behaviour and strive for self-improvement in line with the value of Growth.

4. New Moston Behaviour Rules

4.1 At New Moston Primary School, our behaviour rules are designed to reflect and reinforce our core values. These rules are simple, clear, and consistently applied across the school to help every child understand and meet our expectations:

1. **Show Commitment to Growth: Learn, Reflect, Improve**
    - Demonstrate a willingness to grow, learn from mistakes, and strive for continuous self-improvement.

2. **Show High Standards in Everything You Do**
    - Maintain high expectations for behaviour, effort, and achievement in all areas of school life.

3. **Show a Positive Attitude in Your Words and Actions**
    - Treat everyone with respect and kindness, promoting a positive and supportive school environment.

4. **Show Pride in Your Work and Our School**
    - Take ownership of your learning and behaviour, contributing to a school community we can all be proud of.

These rules are prominently displayed throughout the school and reinforced daily by staff to ensure consistency and shared understanding among pupils, staff, and parents.

5. Rewards and Reward Systems

5.1 Weekly 'Proud' Events

5.1.1 Each week, children are recognised for their hard work, achievements, and contributions to the school community during phase-based 'Proud' events.
5.1.2 Pupils have the opportunity to share their work with senior leaders or visitors and receive verbal praise and encouragement.
5.1.3 Rewards include a postcard sent home, a small prize, and a sticker in their books to mark their achievements.

5.2 Weekly Value Awards

5.2.1 Every week, each class nominates four pupils who have exemplified the school's values of Growth, Standards, Attitude, and Pride.
5.2.2 Winners receive certificates and recognition during assemblies to celebrate their positive contributions.

5.3 'Proud Days'

5.3.1 Proud Days are held throughout the year to showcase the achievements of pupils to parents, carers and all stakeholders of the school, including governors.
5.3.2 These events provide an opportunity for families to engage with the school and celebrate their child's successes.

5.4 Daily Recognition

5.4.1 Teachers and staff provide ongoing verbal praise, positive notes, and rewards for day-to-day efforts and improvements.
5.4.2 Visual displays in classrooms and communal areas highlight pupils' achievements, fostering a sense of pride and community spirit.
5.4.3 By embedding these reward systems into daily school life, we aim to create an environment where children feel valued, motivated, and proud of their accomplishments, contributing to a positive and thriving school culture.

6. Behaviour Pathway: Sanctions and Consequences

6.1 'The Behaviour Pathway' is designed to provide clear and consistent consequences for inappropriate behaviour, supporting pupils to reflect on their actions and make positive changes. This approach ensures the school's values of Growth, Standards, Attitude, and Pride are upheld, creating a safe and respectful learning environment.

6.2 The Behaviour Pathway provides a structured escalation process to address and resolve behaviour concerns. Each stage includes specific actions and outcomes, as detailed below.

6.3 The behaviour Pathway consists of 9 stages and escalate from the preceding stage.

6.4 The behaviour pathway ensures that expectations for all pupils are clear and reasonable providing a fair and positive approach to behaviour management. Whilst it is our experience that most pupils behave in a consistently appropriate manner, New Moston Primary School needs procedures to deal with situations when this is not the case.

6.5 Classroom behaviour is managed consistently throughout the school. Pupils are moved through a sequence with predetermined sanctions aimed at supporting them to make sensible choices about their behaviour.

6.6 There are times when some pupils, despite encouragement, struggle to make positive choices that threaten their own learning or that of others. When a member of school staff becomes aware of misbehaviour, they should respond in accordance with this policy. Their priority should be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment. It is important that staff across the school respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be considered. De-escalation techniques can be used to prevent further behaviour issues arising. Where necessary, sanctions should quickly follow the incident.

6.7 The aims of any response to misbehaviour should be to:

• restore a safe, orderly environment in which all students can learn and thrive;
• attempt to prevent the recurrence of misbehaviour; and
• maintain the culture of the school by reinforcing the need for safety, calm and dignity.

6.8 All members of staff should respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches pupils that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness. Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred.

6.9 Sanctions should be applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff should make time for a pastoral discussion to ensure the student understands why they received the sanction and what they need to do in the future to improve their behaviour, thus avoiding further sanctions.

6.10 Sanctions will reset at the end of break time, lunchtime and at the end of the school day.

6.11 A pupil can be issued with an immediate Stage 3-9 for: health and safety violations, violent or threatening behaviour towards others, walking away from a member of staff, refusing to hand over items which are not allowed in the school, swearing, refusing to comply with a reasonable request and other behaviours at the Headteacher's discretion.

6.12 Where repeated behaviour of three stage 3's in a week, a pupil will be issued with an immediate Stage 5.

6.13 New Moston Primary School always seeks to avoid the use of suspensions and where appropriate, will use internal suspension (Stage 5 and 6) as an alternative to a fixed term suspension (Stages 7 & 8) Stage 5 and 6 can be issued immediately at the discretion of the Headteacher if an isolated incident of behaviour is deemed serious enough to be dealt with by a sanction of internal suspension

6.14 In some cases, the Headteacher reserves the right to issue a fixed term suspension for either an escalation of behaviour or an isolated behavioural incident that is deemed serious enough to be dealt with by a sanction of fixed term suspension.

6.15 In some cases, the Headteacher reserves the right to issue a permanent exclusion for either an escalation of behaviour or an isolated behavioural incident that is deemed serious enough to be dealt with by a sanction of permanent exclusion.

6.16 Only the Headteacher, or a person formally acting in the capacity of Headteacher in their absence, has the authority to suspend or permanently exclude a pupil. This responsibility cannot be delegated to another member of staff who is not acting as Headteacher. All decisions must be lawful, reasonable, fair and proportionate, and must comply with the current Department for Education statutory guidance on suspensions and permanent exclusions. The school will ensure that all required notifications, records, governing body considerations and rights of representation and review are followed.

6.17 Parents may wish to discuss the implementation and the sanctions given to pupils but cannot override the decision made by the school.

6.18 Depending on the nature of behaviour incidents, the Headteacher may use their discretion and determine that it is no longer appropriate for the pupil(s) to attend enrichment activities outside of school hours.

6.19 Where a pupil is removed from their usual classroom as a disciplinary response, the arrangement must be necessary, proportionate and appropriately supervised. The pupil will continue to receive meaningful education, with consideration given to their age, individual needs, SEND and any reasonable adjustments. The duration of removal will be kept under review, parents will be informed where appropriate, and staff will support the pupil's successful reintegration into their usual classroom. Disciplinary removal will be distinguished from the supportive use of alternative learning or regulation spaces.

Behaviour Pathway Escalation (See Appendix 1):

Stage	Description	Actions	Responsibility	Communication to Parents
Pre Stage	General Expectation Reminder	Teachers and adults will remind all pupils at the start of each lesson about expectations. Non-verbal cues may be used.	Staff	No communication required.

Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	Staff	No communication required.
Stage 2	Classroom Based Sanction	A change of movement in the classroom or learning area to allow reflection.	Staff	Communication not typically required unless behaviour persists.
Stage 3	Loss of Time	Reflection task completed. Student misses 5 minutes of playtime with a reflective conversation with staff.	Class Teacher	Inform parents via informal communication (e.g., quick chat/phonecall).
Stage 4	Further Loss of Time	Reflection task completed. Student misses playtime and/or 15 minutes at lunchtime.	Class Teacher	Inform parents with a formal email or phone call.
Stage 5	Half Day supervision	Student supervised by SLT for half the day, away from the classroom environment.	Senior Leadership Team (SLT)	Phone call to parents to explain the situation and next steps.
Stage 6	Full Day Supervision	Student supervised by SLT for the full school day, away from the classroom.	Senior Leadership Team (SLT)	Phone call and follow-up written notice to parents.
Stage 7	Short Fixed Term Suspension (1-2 Days)	Headteacher or delegate determines suspension.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 8	Longer Fixed Term Suspension (3-4 days)	Longer suspension period decided by the Headteacher.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher.	Headteacher	Formal written notification and legal processes followed.

7. Reporting and Communicating Behaviour

7.1 Positive behaviour will be communicated to parents and carers through the use of postcards and stickers. These will be passed to children once they have been to a proud event.

7.2 Values winners will be communicated to parents ahead of the proud assembly and parents are invited in school to attend.

7.3 Communication with parents throughout the behaviour pathway is critical. School based staff will communicate with parents via phone regarding any concerns with pupils on the behaviour pathway at an appropriate stage.

7.4 Communication from parents with school should support school wherever possible and further support the school's decisions by reinforcing messages at home.

7.5 For parents and carers who have any concerns regarding any behaviour decisions, these should be raised with the appropriate member of staff in an appropriate manner and wherever possible, away from the pupil to ensure that the pupil demonstrates positive relationships with school staff.

7.6 A behaviour tracking log will be used to monitor stages 1-4 This will allow any patterns to be identified and monitored weekly by Assistant Headteachers. Incidents from Stage 5 upwards are recorded on CPOMs, so that a chronology of significant behaviours can be built over time and there is a reference point when speaking to parents/carers and external agencies.

7.7 Behaviour tracking logs are confidential working documents and are to be for adult use only. Behaviour tracking sheets must not be verbalised to children as a threat or used as a shameful public consequence. The consequences should be focussed on the agreed actions within the behaviour pathway.

8. Reasonable Adjustments

8.1 New Moston Primary School is committed to making reasonable adjustments for pupils with special educational needs and disabilities (SEND) in line with the requirements of the Equality Act 2010. Reasonable adjustments ensure that pupils with SEND are supported to meet the high expectations required of all pupils. These adjustments do not lower expectations but provide additional support to enable pupils to thrive and succeed.

8.2 The school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils, including those with SEND, can achieve and thrive. A whole-school approach ensures that every child feels they belong and that high expectations are maintained for all. A calm, orderly environment benefits pupils with SEND by enabling them to learn effectively and feel confident asking for help and support.

8.3 When a pupil is identified as having SEND, the school will use the graduated approach to behaviour support. This involves:

- **Assessing** the pupil's needs and identifying potential triggers for misbehaviour.
- **Planning** strategies and interventions to support the pupil.
- **Delivering** tailored support to address individual needs.
- **Reviewing** the impact of the interventions to ensure effectiveness and make adjustments as necessary.

8.4 While the school is committed to supporting individual pupils, it also has a duty to ensure the safety and wellbeing of all pupils and staff. This may require appropriate actions even in cases where a pupil's individual needs are considered. Likely triggers for misbehaviour will be anticipated, and proactive strategies will be implemented to prevent escalation.

8.5 Staff will consider whether a pupil's SEND has contributed to any misbehaviour. However, it is a matter of professional judgment whether the behaviour was directly related to the pupil's SEND. Any sanctions applied will be lawful and in line with the Equality Act 2010.

8.6 The school will strive to understand the underlying causes of behaviour and identify whether additional support or intervention is needed. This includes working closely with parents, carers, and external professionals where appropriate.

8.7 To ensure fairness and compliance, the school will:

- Monitor behaviour data to identify patterns, including any disproportionate impact on pupils with protected characteristics.
- Review and adapt interventions for pupils with persistent behaviour challenges.
- Ensure regular communication with families to align support strategies.

8.8 For pupils with a social worker, Child in Need plan, Child Protection plan, or those who are looked-after:

- The school will notify the social worker or virtual school head of any significant behaviour incidents.
- Personal Education Plans (PEPs) will be reviewed and updated to reflect behaviour support strategies.

8.9 Pathway to Proud Plan

8.9.1 The school may use a ‘Pathway to Proud Plan’ to help support pupils as a reasonable measure to support a pupil’s behaviour choices

8.9.2 A Pathway to Proud Plan will outline the behaviours expected and targets for these behaviours.

8.9.2 The plan will be written alongside a member of the senior leadership team, will be for a limited time period and will be reviewed regularly. The plan will not last for an indefinite amount of time and should be seen as an intervention to get the pupil in-line with the school’s behaviour pathway.

8.9.2 The plan is underpinned by the pupil developing a sense of pride in their achievements and by breaking down the sessions further, gives the pupil more opportunity for success.

8.10 In exceptional circumstances, the school may agree a temporary part-time timetable where this is in the pupil's best interests and is necessary to meet their individual needs. Part-time timetables must not be used as a behaviour sanction, to manage attendance informally or as a substitute for appropriate SEND provision.

8.11 Any temporary part-time timetable must be agreed with the pupil's parent or carer and supported by a documented plan. This will include the reasons for the arrangement, agreed attendance sessions, intended outcomes, safeguarding considerations, review dates and a proposed end date with a clear route back to full-time education. The school will consult relevant professionals and the local authority where required, including where a pupil has an Education, Health and Care Plan. Attendance will be recorded using the appropriate statutory codes, and any required notifications to the local authority will be completed. Arrangements will be reviewed regularly, with oversight by senior leaders and reporting to governors as appropriate.

8.12 Some pupils may be subject to a behaviour risk assessment which may restrict pupil’s attendance/participation in some activities (e.g. school trips, after school clubs etc)

8.13 Any risk assessment should be communicated clearly with parents/carers. School staff will proactively look at ways of reducing the risk wherever reasonably possible.

9. Screening, Searching, and Confiscation

9.1 New Moston Primary School is committed to maintaining a safe environment. Any screening, searching or confiscation will be conducted lawfully, proportionately and with respect for pupils' dignity, privacy and safeguarding needs.

9.2 Searches will only be undertaken by the Headteacher or appropriately authorised members of staff, using the powers available under relevant legislation and current Department for Education guidance.

9.3 Staff may search pupils with their agreement for items prohibited under the school's rules. Searches without agreement may only be conducted where the statutory powers and conditions for such a search are met.

9.4 Where a search without agreement is permitted by law, staff must comply with the applicable requirements concerning the sex of the person conducting the search, the presence of a witness and the limited statutory exceptions. Any use of reasonable force during a search must be specifically authorised by law, necessary and proportionate.

9.5 Searches will ordinarily take place away from other pupils, in an appropriate location that safeguards the pupil's privacy. Staff will take account of the pupil's age, SEND, disabilities,

medical needs and any other vulnerabilities.

9.6 Staff may confiscate items where lawful and appropriate. The retention, return, disposal or transfer of confiscated items, including prohibited or dangerous items, will be carried out in accordance with the law and current DfE guidance.

9.7 Appropriate records will be maintained, including the reason for the search, persons present, items found, actions taken and any safeguarding concerns. Parents will be informed where required by the current guidance, with particular attention to searches for prohibited items.

9.8 Where a search raises safeguarding concerns, staff will follow the school's Child Protection and Safeguarding Policy and consult the Designated Safeguarding Lead.

9.9 The Headteacher will oversee the application of searching and confiscation procedures, ensuring that staff understand their legal powers and that practice is reviewed for consistency, proportionality and safeguarding.

10. Use of Reasonable Force and Restrictive Interventions

10.1 New Moston Primary School is committed to maintaining a safe, calm and supportive environment. Restrictive interventions, including the use of reasonable force, will only be used where lawful, necessary and proportionate, with due regard to pupils' dignity, welfare and individual needs.

10.2 Staff will prioritise prevention, positive relationships, appropriate adjustments and de-escalation to reduce the need for restrictive interventions.

10.3 In accordance with Section 93 of the Education and Inspections Act 2006, authorised members of staff may use reasonable force where necessary to prevent a pupil from committing an offence, causing injury to themselves or others, damaging property, or prejudicing the maintenance of good order and discipline at school or during authorised school activities.

10.4 Any force used must be reasonable in the circumstances and must not exceed what is necessary to achieve a lawful purpose. Force must never be used as a punishment.

10.5 Before using reasonable force, staff must consider the pupil's age, developmental stage, SEND, disabilities, medical conditions and any known vulnerabilities, alongside the immediate risks presented. Reasonable adjustments and individual support or risk management plans will be considered where appropriate.

10.6 Restrictive interventions, including restraint and seclusion, must be used in accordance with the current statutory framework and Department for Education guidance. Seclusion must never be used as a punishment. Any use must be lawful, necessary, proportionate, supervised and subject to appropriate safeguards.

10.7 The school will maintain procedures for recording significant incidents of reasonable force and incidents of seclusion in accordance with statutory requirements. Records will include the circumstances, reasons for the intervention, actions taken, duration where relevant, injuries or harm, and follow-up arrangements.

10.8 Parents or carers will be informed of incidents in accordance with statutory reporting requirements, as soon as practicable. Where informing a parent would be likely to result in significant harm to the pupil, the school will follow the relevant safeguarding exception and procedures. Decisions will be documented.

10.9 Following an incident, appropriate support will be offered to the pupil and staff involved.

Leaders will consider whether changes to provision, reasonable adjustments, risk assessments or individual support plans are necessary.

10.10 Staff will receive information, guidance and training appropriate to their responsibilities. The Headteacher will ensure that incidents are monitored to identify patterns, evaluate practice and reduce the need for restrictive interventions wherever possible.

10.11 The governing body will receive appropriate anonymised information about the use of restrictive interventions, including trends, safeguarding considerations and actions taken to improve practice.

11. Refusal and Defiance including running away from an adult

11.1 Refusal and defiance is seen as a breach of the behaviour standards and therefore, a sanction within the Behaviour Pathway will be proportionately applied if a child defies or refuses to follow a reasonable instruction by a member of staff.

11.2 In the event that a pupil runs out of a classroom, or attempts to run away from the school, without responding to an adult, then the school will attempt to contact the parent/carer immediately and request that they come into school at the earliest possible opportunity.

11.3 If a child runs from the classroom or school site, staff will make a measured and dynamic risk assessment that is centred around the safety of the pupil and others.

11.4 In the majority of circumstances, school staff will not chase pupils as this usually, but not always, heightens the risk of the child running into further danger. If this is to be the case, staff will observe from an appropriate distance and continue to risk assess the situation whilst holding communication via phone/walkie talkie.

11.5 In the event that a child attempts to leave the school site, the Headteacher, or in their absence the most senior member of staff, should be contacted immediately.

11.6 If a child leaves the school site, police will be contacted for the safety and wellbeing of the pupil.

11.7 After the event of a child leaving or attempting to leave the classroom, school site and/or refusing to follow instructions that have put their own and others' safety at risk, then a proportionate sanction will be given at the discretion of the Headteacher.

11.8 New Moston Primary School prioritises following instructions given by members of staff with the upmost importance to ensure that members of the school community are kept as safe as possible at all times. A culture of refusal and/or defiance considerably heightens the risk of situations escalating and becoming unsafe. Pupils who refuse/defy instructions and reasonable requests given by adults in school will be dealt with seriously in-line with the schools Behaviour Pathway.

11.9 Pupils who defy/refuse to follow an instruction by a member of the senior leadership team will receive a sanction proportionate to the context and in-line with the behaviour pathway at the discretion of the Headteacher.

11.10 Pupils who defy/refuse to follow an instruction by the Headteacher, will receive a sanction proportionate to the context and in-line with the Behaviour Pathway at the discretion of the Headteacher.

11.11 The Headteacher reserves the right to issue any level of sanction for refusal/defiance in-line with the Behaviour Pathway after considering proportionality, intent and context including repeated offences.

12. Swearing and use of Inappropriate Language

12.1 Swearing and using inappropriate language is school is banned and is not tolerated.

12.2 Any instances of swearing will be managed through the Behaviour Pathway through a proportionate sanction in relation to the context of the incident.

12.3 Even though the use of inappropriate language is seen as an incident that is below the behaviour standards expected, there is a wider context of which staff should consider before a sanction is issued. This includes the intent of the swearing and whether this was used in an abusive nature towards another pupil/member of staff.

12.3 Incidents of swearing that were malicious and targeted towards other people will be seen as more serious incidents of swearing.

12.3 Swearing towards members of staff at school are not tolerated and will be dealt with the upmost seriousness.

12.4 The Headteacher reserves the right to give the sanction of a fixed term suspension or a permanent exclusion to pupils who verbally abuse members of staff after considering proportionality, intent, malice and context including repeated offences.

13. Bullying

13.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

13.2 Bullying is:

• Deliberately hurtful
• Repeated, often over a period of time.

13.3 New Moston Primary School does not tolerate bullying, discriminatory behaviour, harassment or child-on-child abuse. All concerns will be taken seriously and addressed promptly in accordance with the school's Behaviour Policy, Anti-Bullying Policy and Child Protection and Safeguarding Policy. Staff will remain alert to harmful behaviours between children, including online abuse, sexual harassment and discriminatory language. Such behaviour must never be dismissed as banter, part of growing up or normal childhood behaviour. Safeguarding concerns will be reported and managed in accordance with the current statutory guidance, Keeping Children Safe in Education.

13.4 any suspected bullying will be investigated. Suspected bullying will be a category on CPOMS and after investigation it must be reported on CPOMS with either the tag ‘substantiated’ or ‘unsubstantiated’

13.5 The Headteacher will report any substantiated and unsubstantiated cases of bullying to governors at least 3 times a year.

14. Malicious allegations

14.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and pupil(s) involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a pupil being suspended or permanently excluded from the school.

14.2 An allegation that is unsubstantiated, unfounded or not proven will not automatically be regarded as malicious. A disciplinary response will only be considered where there is sufficient evidence that an allegation was deliberately fabricated or malicious, and any response will take account of the pupil's age, understanding, individual needs and safeguarding circumstances.

15. Conduct beyond the School

15.1 In general terms, if a pupil is in uniform and they are on their way to or from school then they should behave sensibly and respectfully. If pupil conduct outside the school falls below an acceptable standard, sanctions can be issued and poor behaviour will be challenged at the discretion of the Headteacher or staff authorised by the Headteacher in conjunction with DfE Guidance.

15.2 Where bad behaviour occurs when a pupil is travelling to and from school, the School reserves the right to issue a consequence, suspension or permanent exclusion. This is also particularly important in relation to violent conduct e.g. a physical assault or bullying incidents outside of the school when students are not in uniform.

15.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

15.4 If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, The Headteacher must be informed. If the Headteacher considers that the misbehaviour is linked to a student suffering or being likely to suffer significant harm the school's safeguarding policy will be followed.

15.5 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips/experiences. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

15.6 The headteacher reserves the right to redact the ability for children to walk to school unsupervised if there is a risk to their or others' safety.

15.7 It is parental responsibility of primary aged children to ensure that they are well-behaved outside of school hours including on their way to and from school.

16. Behaviour at Playtimes

16.1 Children are expected to follow the same behaviour policy at playtimes. There are identified members of teaching and support staff 'on duty' at playtime. Any adult 'on duty' are to be in the playground before the children.

16.2 Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness.

16.3 Adults will use positive language when talking to children about problems or conflicts.

16.4 In the event of a fall out or disagreement between pupils, adults will give all parties the chance to speak before deciding if any sanctions are necessary.

16.5 At the end of playtime, adults will blow the whistle once to remind children to stand still on the playground.

16.6 On the second whistle, children will walk to their class line ready to enter the classroom.
16.7 Sanctions at playtime are as follows:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Staff	No communication required.
Stage 2	Change of scene	A change of movement to a different area of the playground	All Staff	.No communication required.
Stage 3	Loss of Time	Student required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Student misses all of playtime and required to stand away from others with the teacher on duty	Teacher on Duty	Class Teacher to be informed.
Stage 5	Sent to SLT	Student sent inside to a member of SLT	Senior Leader	Phone call to parents to explain the situation.

16.8 A pupil can escalate through the stages or can be given a instant stage for more serious behaviour. Serious behaviour should be in-line with the guidance set in Appendix 2.

17. Lunchtimes

17.1 Children are expected to follow the same behaviour policy during lunchtimes – lunchtimes are covered by school staff and Lunchtime Organisers who know the children and have relationships with them. This should support the behaviour at lunchtimes as staff will be aware children's individual needs and strategies to support them.

17.2 The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour. Any reminders given need to be shared with the class teacher.

17.3 In some cases, individuals may have lunchtimes in the nurture provision to help support their needs. .

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Lunchtime Staff	No communication required.
Stage 2	Removal	A change of movement to a different area of the playground or dining hall.	All Lunchtime Staff	No communication required.
Stage 3	Loss of Time	Student required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Lunchtime Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Student misses 15 minutes of lunchtime and required to stand away from others.	SLO	Class Teacher to be informed.
Stage 5	Sent to SLT	Student sent to SLT or a member of the Pastoral Team for a reflection. Miss rest of lunchtime and any other appropriate sanction based on the context.	SLT	Phone call to parents to explain the situation.

17.4 A stage 5 may be given as a culmination of previous stages or may be given as an immediate consequence.

17.5 The Headteacher and delegated members of staff, may issue a further stage or consequence after reviewing behaviour incidents at lunchtime.

18. Walking around school

18.1 Children are supervised as they move around the building as a class, and are accompanied to and from classrooms, the hall and the outdoor play areas. However we do expect that children can move around the school without supervision.

18.2 When moving around the school's corridors, pupils are expected to adhere to the **'3S's' – Silent, Sensible and Safe**. This does not include time in the dinner hall but it does include movement around the school's corridors including at break time and lunchtime.

18.3 School staff will take a sensible approach to instilling expectations around corridors and shared spaces. This will be in-line with the behaviour pathway if required.

18.4 Children are expected to walk on the left hand side of the corridor- so as to ease congestion, aid safety and avoid the risk of harm.

18.5 The following behaviours are unacceptable and will be challenged immediately by any member of staff who witnesses it.

- Pushing
- Shouting
- Running

Appendix 1: The Behaviour Pathway

Stage	Description	Actions	Responsibility	Communication to Parents
Pre Stage	General Expectation Reminder	Teachers and adults will remind all pupils at the start of each lesson about expectations. Non-verbal cues may be used.	Staff	No communication required.
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	Staff	No communication required.
Stage 2	Classroom Based Sanction	A change of movement in the classroom or learning area to allow reflection.	Staff	Communication not typically required unless behaviour persists.
Stage 3	Loss of Time	Reflection task completed. Student misses 5 minutes of playtime with a reflective conversation with staff.	Class Teacher	Inform parents via informal communication (e.g., quick chat/phonecall).
Stage 4	Further Loss of Time	Reflection task completed. Student misses playtime and/or 15 minutes at lunchtime.	Class Teacher	Inform parents with a formal email or phone call.
Stage 5	Half-Day Internal Removal	Student supervised by SLT for half the day, away from the classroom environment.	Senior Leadership Team (SLT)	Phone call to parents to explain the situation and next steps.
Stage 6	Full-Day Internal Removal	Student supervised by SLT for the full school day, away from the classroom.	Senior Leadership Team (SLT)	Phone call and follow-up written notice to parents.
Stage 7	Short Suspension (1-2 Days)	Headteacher or delegate determines suspension.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 8	Longer Suspension (3-4 days)	Longer suspension period decided by the Headteacher.	Headteacher or delegated to DHT	Formal written notification and reintegration meeting with parents.
Stage 9	Permanent Exclusion	Permanent exclusion decision made by the Headteacher.	Headteacher	Formal written notification and legal processes followed.

Amended Behaviour Pathway for Breaktimes:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Staff	No communication required.
Stage 2	Change of scene	A change of movement to a different area of the playground	All Staff	.No communication required.
Stage 3	Loss of Time	Student required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Student misses all of playtime and required to stand away from others with the teacher on duty	Teacher on Duty	Class Teacher to be informed.
Stage 5	Sent to SLT	Student sent inside to a member of SLT	Senior Leader	Phone call to parents to explain the situation.

Amended Behaviour Pathway for Lunchtimes:

Stage	Description	Actions	Responsibility	Communication to Parents
Stage 1	Verbal Reminder	Staff provide a calm and firm verbal reminder to redirect behaviour and reinforce expectations.	All Lunchtime Staff	No communication required.
Stage 2	Removal	A change of movement to a different area of the playground or dining hall.	All Lunchtime Staff	No communication required.
Stage 3	Loss of Time	Student required to spend 5 minutes stood next to an adult whilst engaging in a reflective conversation	All Lunchtime Staff	Communication not typically required unless behaviour persists
Stage 4	Further Loss of Time	Student misses 15 minutes of lunchtime and required to stand away from others.	SLO	Class Teacher to be informed.
Stage 5	Sent to SLT	Student sent to SLT or a member of the Pastoral Team for a reflection. Miss rest of lunchtime and any other appropriate sanction based on the context.	SLT	Phone call to parents to explain the situation.

Appendix 2: Behavioural incident categorisation

Disclaimer

This framework is intended as a guide to help staff understand and manage behaviours in a fair and consistent way. However, every incident will be assessed individually, taking into account the age, developmental stage, and specific needs of the child, as well as the context of the behaviour. Sanctions may therefore be applied differently in certain situations to ensure that responses are proportionate and support the child's overall development. The terminology for each sub-section is for adults and will not be consistently shared with children, e.g. gross misconduct.

1. Low-Level Disruption
Minor behaviours that disrupt learning or routines, typically addressed by teachers through classroom management strategies and restorative conversations.
Examples include:

- Talking or calling out during lessons.
- Distracting others during learning (e.g., tapping, playing with objects, making noises).
- Not following instructions promptly or appropriately.
- Fidgeting or moving around unnecessarily during quiet times.
- Minor defiance (e.g., refusing to sit in an assigned seat).
- Interrupting adults or peers when speaking.
- Throwing small objects (e.g., erasers or paper) without malicious intent.
- Littering or not tidying up after activities.

2. Persistent Disruption
Repeated low-level behaviours that negatively impact learning, routines, or the classroom environment, requiring escalation beyond initial reminders.
Examples include:

- Consistent refusal to follow instructions from staff.
- Regularly not completing work or avoiding tasks during lessons.
- Ongoing disruption of the class, such as constant talking or distracting peers.
- Continued failure to follow classroom rules or routines (e.g., lining up quietly, walking in corridors).
- Repeatedly using inappropriate language (not targeted but still unacceptable).
- Interrupting learning during assemblies or school events.

3. Serious Misconduct
Behaviours that harm others, disrupt the school community, or damage property, requiring immediate intervention and potentially significant sanctions.
Examples include:

- Persistent bullying, including name-calling, exclusion, or physical intimidation.
- Use of discriminatory language or actions (e.g., racist, sexist, or homophobic remarks).
- Deliberately damaging school property or others' belongings (e.g., breaking pencils, scribbling on walls).
- Stealing items from peers, staff, or the school.
- Fighting or physically hurting others (e.g., hitting, kicking, biting).
- Threatening or aggressive behaviour toward peers or adults.
- Dangerous actions, such as running out of the classroom or school grounds.
- Using school devices to access inappropriate content.
- Repeated defiance of adult instructions in a way that endangers others.

4. Gross Misconduct
Behaviours that endanger the safety of others or involve serious breaches of school rules, requiring immediate action by senior leaders and possible external involvement.
Examples include:

- Repeated incidents of bullying or physical aggression despite interventions.

- Bringing or threatening to bring dangerous objects to school (e.g., knives, sharp objects).
- Deliberate acts of violence that cause harm or distress.
- Persistent and serious discriminatory behaviour or harassment.
- Dangerous behaviour that risks the safety of others, such as tampering with fire alarms or locking doors.
- Bringing inappropriate or harmful materials to school (e.g., matches, fireworks).
- Intentionally leaving school premises without permission.
- Repeated incidents of theft or vandalism.

Appendix 3: Implementation Guidance for Staff

At New Moston Primary School, consistency and clarity in implementing the Behaviour Policy are essential to fostering an environment where all children feel safe, respected, and able to thrive. This section provides practical guidance for staff to ensure the Behaviour Policy is applied fairly and effectively across the school.

General Principles

- **Consistency:** All staff must apply the Behaviour Policy uniformly to ensure predictability for children and fairness in its execution.
- **Modelling:** Staff are expected to model the school's values of Growth, Standards, Attitude, and Pride in their daily interactions with pupils, parents, and colleagues.
- **Calm and Assertive Approach:** Interactions with children should be calm, respectful, and assertive, ensuring de-escalation where needed and fostering a positive learning environment.
- **Positive Reinforcement:** Focus on recognising and celebrating good behaviour to encourage positive choices.

2. Establishing Expectations

- **Daily Reminders:** At the start of each day and lesson, staff should remind pupils of the school's behaviour rules:
    - Show Commitment to Growth: Learn, Reflect, Improve.
    - Show High Standards in Everything You Do.
    - Show a Positive Attitude in Your Words and Actions.
    - Show Pride in Your Work and Our School.
- **Visual Prompts:** Ensure behaviour rules and value statements are prominently displayed and referenced regularly in the classroom.
- **Consistency in Language:** Use clear and consistent language when addressing behaviour, ensuring pupils understand the expectations and consequences.

Preventative Strategies

- **Positive Relationships:** Build strong, trusting relationships with pupils to foster respect and mutual understanding.

- **Proactive Classroom Management:**
    - Use seating plans to minimise potential disruptions.
    - Establish and maintain routines for transitions and activities.
    - Provide clear instructions and check for understanding before beginning tasks.

- **Engagement:** Deliver engaging lessons tailored to meet the diverse needs of pupils to minimise off-task behaviour.

Addressing Behaviour

Low-Level Disruptions

- **Non-Verbal Cues:** Use eye contact, gestures, or proximity to redirect behaviour discreetly.
- **Verbal Reminders:** Provide calm, firm, and specific verbal reminders of expectations (e.g., "Please remember to listen while others are speaking").
- **Reflection Opportunities:** Offer pupils a brief opportunity to self-regulate before escalating consequences.

Escalation Pathway

Follow the Behaviour Pathway outlined in the policy, ensuring:

- Sanctions are applied clearly and proportionately.
- Reflection tasks are completed, and restorative conversations take place promptly.
- Parents are informed at the appropriate stage to maintain a collaborative approach.

De-Escalation Techniques

- Speak calmly and slowly to defuse heightened emotions.
- Allow the pupil space to calm down if they appear upset or overwhelmed.
- Avoid confrontational body language or tone.
- Reassure the pupil of the opportunity to reset and improve.

Restorative Practices

- **Reflection Conversations:** Use structured discussions to help pupils understand the impact of their behaviour and how to make better choices in the future. Suggested questions include:
    - What happened?
    - How did it affect others?
    - What could you do differently next time?
- **Repairing Relationships:** Encourage pupils to apologise and take responsibility for their actions where appropriate.
- **Reinforcement of Values:** Link discussions back to the school's values of Growth, Standards, Attitude, and Pride.

Supporting Pupils with Additional Needs

- **Reasonable Adjustments:** Where necessary, adapt behavioural expectations and responses to meet the needs of pupils with SEND, as outlined in their Individual Behaviour Plans (IBPs) or EHCPs.

- **Specialist Support:** Collaborate with the SEND team, pastoral staff, and external agencies to provide targeted interventions.

- **Regular Reviews:** Monitor and evaluate the effectiveness of strategies for pupils with additional needs, involving parents and carers as partners.

Monitoring and Reflecting

- **Behaviour Logs:** Record incidents accurately and promptly on the school's behaviour management system.

- **Self-Reflection:** Regularly reflect on personal approaches to behaviour management and seek support or training where needed.

- **Collaboration:** Share challenges and strategies with colleagues in staff meetings or CPD sessions to ensure continuous improvement.

By embedding these practices into daily routines, staff will contribute to a positive and inclusive culture at New Moston Primary School, ensuring all pupils can excel and demonstrate Growth, Standards, Attitude, and Pride.

Appendix 4: Rights and Responsibilities of Stakeholders

This document outlines the rights and responsibilities of all key stakeholders in the school community, ensuring a collective commitment to upholding high standards of behaviour and fostering a positive environment for learning and growth.

Pupils

Rights	Responsibilities
To feel safe, respected, and valued within the school community.	To respect the rights of others and contribute to a positive school environment.
To receive a high-quality education that meets their needs.	To actively participate in their learning and follow school rules.
To express their views and opinions in an appropriate and respectful way.	To listen to others and communicate respectfully.
To access support when they need it for academic or personal issues.	To seek help when needed and use the support provided responsibly.

Staff

Rights	Responsibilities
To work in a safe and respectful environment.	To model high standards of behaviour and professionalism.
To be supported by leaders and colleagues in their role.	To collaborate with others and support the school's values and policies.
To access ongoing professional development and resources.	To deliver high-quality teaching and learning experiences.
To be treated with dignity and respect by all members of the community.	To treat pupils, colleagues, and parents with respect and fairness.

Leaders

Rights	Responsibilities
To lead with authority and be supported by the school community.	To provide clear vision, direction, and support for staff and pupils.
To have access to resources and training to drive school improvement.	To ensure the implementation and consistency of school policies.
To work in an environment where their decisions are respected.	To make decisions that are fair, transparent, and in the best interest of pupils.
To receive constructive feedback and professional respect.	To listen to feedback and model reflective leadership practices.

Parents

Rights	Responsibilities
To be informed about their child's progress and behaviour.	To engage positively with the school and support their child's education.
To feel welcomed and valued as part of the school community.	To communicate respectfully with staff and support school policies.
To raise concerns and have them addressed fairly and promptly.	To approach concerns constructively and work collaboratively with the school.
To be involved in their child's educational journey.	To ensure their child attends school regularly and is ready to learn.

Appendix 5: Guidance on Restorative Questions

This appendix provides guidance to staff on using restorative questions as part of a whole-school approach to behaviour management. Restorative practices aim to resolve conflicts, repair relationships, and promote a positive school culture where all stakeholders feel respected and valued.

What are Restorative Questions?

Restorative questions are open-ended and non-judgmental prompts designed to:

- Encourage reflection and accountability.
- Support individuals in understanding the impact of their actions.
- Foster constructive communication and problem-solving.

Principles of Restorative Practice

- **Respect:** Create a safe space where all voices are heard.
- **Responsibility:** Encourage individuals to take ownership of their actions.
- **Repair:** Focus on repairing harm and rebuilding trust.
- **Reintegration:** Help individuals return to the school community positively.

Restorative Questions for Different Scenarios

1. Questions for the Person Who Caused Harm:

- What happened?
- What were you thinking at the time?
- How do you think your actions affected others?
- What do you think needs to happen to make things right?
- How can you make sure this doesn't happen again?

2. Questions for the Person Who Was Harmed:

- What happened from your perspective?
- How did this make you feel?
- What has been the hardest part for you?
- What do you need to feel better or move forward?

3. Questions for Observers or Witnesses:

- What did you see or hear?
- How do you feel about what happened?
- What do you think should happen next?

Practical Steps for Using Restorative Questions

1. **Prepare the Environment:**
    - Find a neutral, quiet space for the conversation.
    - Ensure all participants feel safe and comfortable.
2. **Set Ground Rules:**
    - Encourage respectful communication (e.g., no interruptions or raised voices).
    - Remind participants of the goal: to resolve conflict and repair harm.
3. **Facilitate the Discussion:**
    - Use restorative questions to guide the conversation.
    - Actively listen and validate emotions without taking sides.
4. **Agree on Next Steps:**
    - Develop a plan for repairing harm (e.g., apologies, restitution).
    - Set clear expectations for future behaviour.

5. **Follow Up:**
    - Check in with all parties to ensure the resolution is effective and relationships are improving.

Tips for Effective Restorative Conversations

- Stay calm and neutral.
- Focus on the behaviour, not the person.
- Be patient; some issues may require multiple conversations.
- Keep notes to document agreements and follow-up actions.

When to Use Restorative Practices

Restorative questions can be used in various situations, including:

- Resolving peer conflicts.
- Addressing disruptive behaviour.
- Supporting pupils struggling with relationships or emotional regulation.
- Reintegrating pupils after disciplinary actions.

Appendix 7 – The Behaviour Framework



Appendix 8 – Policy Links to Values

Policy Value Links	
Policy Name:	**Behaviour Policy**

Our School Vision
We focus on growth as the driving force behind everything we do. Every decision is centred entirely on what's best for our children. With unwavering high standards, a positive attitude, and a deep sense of pride, we are committed to achieving the best possible outcomes for each and every child. We teach them to excel and thrive; prepare them for a lifetime of continuous growth; and nurture them to be successful, confident citizens within our local community and beyond. **Focused on Growth, Rooted in Pride.**

Values	Links to this policy
GROWTH	The Behaviour Policy emphasizes opportunities for children to reflect, learn, and improve their actions, fostering personal development and resilience. Mistakes are seen as opportunities for growth, aligning behaviour with long-term success.
STANDARDS	Clear and consistent expectations for behaviour are outlined, reinforcing high standards for pupils and staff. The Behaviour Pathway ensures all actions reflect the school's commitment to excellence and fairness.
ATTITUDE	The policy encourages positive attitudes through respectful communication, collaboration, and mutual support. It cultivates empathy and responsibility, ensuring children understand the impact of their actions and make positive choices.
PRIDE	Reward systems and recognition programs celebrate achievements and contributions, fostering a sense of pride in individual and collective accomplishments. The policy supports a respectful and inclusive school culture where everyone feels valued.